Daily Lesson Plan

Previous Known Knowledge/Pre-Assessment

I will be assessing previous known knowledge by formulating a student focused discussion at the beginning and end of class. Before I assign any assignment related to this material. I will also be assessing their knowledge of the material. The class will not be graded on their participation, but will be on this coming weeks test.

Topic: Gamete Formation **Course:** Biology Grade Level: 9th Date: April 6, 2015

Teacher/Student Guide

I will be lecturing the students with the aid of a PowerPoint. The students will be taking notes in preparation for the unit exam over the characteristics of meiosis and gamete formation. I will also be expecting students to understand and describe each stage of meiosis one and meiosis two. They will be identifying the meiosis cycle and the difference between that and mitosis. Students should also have a brief understanding of evolution and mutations and when/how they occur.

Overview

By the end of this lesson, the students will be able to distinguish between gamete formation and the phases of mitosis. Students should also be able to accurately term what both of these are and they should be able to define general characteristics of each sub topic. Students will be following along as I guide them through meiosis and the cell cycle. By the end of this lesson students should fully understand each phase of meiosis. I will be asking questions to keep students involved.

Standards Addressed

LS1-B Growth and development of organisms.

Outcomes-Methods

Students will be able to compare and contrast between meiosis and mitosis. They will also be able to identify and accurately describe the stages of meiosis. They will also understand mutations and how variation is created. The goal is that students become very efficient in these subjects. If this is the case they will be able to excel on the chapter test next week. If the students come back with a high fail rate I will look at my method and consider student feedback and more in class practice. Students will then be able to not only remember but learn new important facts about cell division and meiosis. Participation when questioning period occurs is going to be graded as well.

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Instruction (Notes, Review, Participation)

I will be assessing knowledge known by students through the questioning period. Students will be performing their own background research on meiosis. The comparison phases will be completed before I go through the power point and presentation. I will be assessing the students’ knowledge of mitosis, meiosis, gamete formation and evolution. After the assessment, I will be discussing the topic and what I expect the students to learn for this chapter. I will be giving the students a few introductory questions about gamete formation and its importance in variation. The students will prepare for the test by answering questions and reviewing for the chapter test.

Accommodations (Homework, parents, athletics)

Students with an IEP that have troubles reading will be required to look for photos as well as the videos to assist with their understanding of mitosis and meiosis. The students who have problems reading will still be required to participate in the questioning period. Students with an IEP will also be able to complete all assigned work during our question and answer period at the beginning of class the next day.

# Daily Lesson Plan Cont.

Reflection

I will be providing a reflection on the knowledge gained during and after the lesson was completed. I will be talking about what went right, what problems I encountered and what I will adjust if I had the opportunity to reteach the lesson again.

Duration

I will record the amount of time needed to complete this lesson in this area.

Teaching input modeling and understanding.

I will provide the information that the students need to gain knowledge of the skill lecture, video and pictures. I will be providing examples of what is expected for the end product of work. I will then be checking for understanding at the end to make sure students “got it” before moving on. If the skill is not understood I will plan to reteach the concept/skill.

Anticipatory Set

I am going to gain the students attention through a question and answer discussion with the class about previous known knowledge. The goal is to focus student attention on the lesson and to create an organizing framework of ideas and to gain a better understanding of the students known knowledge. I will gain their attention by grouping the students.